

105TH CONGRESS
2D SESSION

S. 1708

To improve education.

IN THE SENATE OF THE UNITED STATES

MARCH 4, 1998

Mr. DASCHLE (for himself, Mrs. MURRAY, Ms. MOSELEY-BRAUN, Mr. KENNEDY, Mr. DODD, Mrs. BOXER, Mr. BREAUX, Mr. ROBB, Mr. LEVIN, Mr. LAUTENBERG, Mr. GLENN, Mr. KERRY, Mrs. FEINSTEIN, Mr. REID, Mr. REED, and Mr. BRYAN) introduced the following bill; which was read twice and referred to the Committee on Labor and Human Resources

A BILL

To improve education.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Revitalize and Em-
5 power Public School Communities to Upgrade for Long-
6 Term Success Act”.

7 **SEC. 2. FINDINGS.**

8 Congress makes the following findings:

9 (1) Our Nation’s investment in a high quality
10 public education system is necessary not only for the

1 future of our children and our families, but also for
2 the future of America. A well-educated citizenry and
3 workforce are essential to compete in the global
4 economy and maintain a strong democracy. In order
5 to promote prosperity and ensure individual oppor-
6 tunity, America must make education a national pri-
7 ority.

8 (2) Strong leadership in education is needed
9 more than ever. Schools are facing the challenge of
10 educating more highly skilled workers to meet the
11 demands of a modern economy. The Bureau of
12 Labor Statistics estimates that 60 percent of all jobs
13 created at the turn of the 21st century will require
14 more than a high school education.

15 (3) Record numbers of students are enrolled in
16 our Nation's elementary and secondary schools and
17 we can expect to break that record every year from
18 1998 through 2007. The record numbers are strain-
19 ing many school facilities. Addressing that growth
20 will require an increasing commitment of resources
21 to build and modernize schools, and to hire and
22 train new teachers. In addition, the increasing use of
23 technology in the workplace is creating new demands
24 to incorporate computers and other high-technology

1 equipment into the classroom starting in elementary
2 schools.

3 (4) Too many students are learning in out-of-
4 date and overcrowded school buildings. Government
5 Accounting Office reports indicate that 14,000,000
6 children in a third of the Nation's schools are learn-
7 ing in substandard classrooms. There is clear evi-
8 dence that the quality of school facilities affects stu-
9 dent achievement levels. In addition, new classrooms
10 will be needed to accommodate smaller class sizes,
11 and improvements in wiring are needed to accommo-
12 date high-technology equipment.

13 (5) Across the Nation, schools will need to re-
14 cruit and hire an additional 2,000,000 teachers dur-
15 ing the period from 1998 through 2008. More than
16 200,000 teachers will be needed annually. Current
17 teacher development programs produce 100,000 to
18 150,000 teachers per year. Too many schools of edu-
19 cation do not adequately train teachers to use tech-
20 nology in the classroom.

21 (6) Rigorous research shows that students in
22 smaller classes in the early grades make more rapid
23 educational progress than students in larger classes.
24 The progress is most likely to occur if classes are
25 taught by qualified, well-trained teachers.

1 (7) Young people aged 12 through 17 are most
2 at risk of committing violent acts and being the vic-
3 tims of violent acts between 3 p.m. and 8 p.m. Chil-
4 dren who attend quality after-school programs are
5 less likely to engage in delinquent behavior and have
6 better grades and emotional development than their
7 counterparts who are left unsupervised after school.
8 In 1993, only 33 percent of schools in low-income
9 neighborhoods offered before- and after-school pro-
10 grams and only 50 percent of schools in affluent
11 neighborhoods offered such programs.

12 (8) Higher levels of academic achievement will
13 be required to equip American students for the
14 workplace of the 21st century. Employers will de-
15 mand increasingly sophisticated levels of literacy,
16 communication, mathematical, and technical skills.
17 60 percent of all jobs will require computer skills.
18 Additional resources will be needed for effective pro-
19 grams, such as the School Technology Resource
20 Grants Program and the National Challenge Grants
21 for Technology in Education Program, and addi-
22 tional emphasis needs to be placed on training teach-
23 ers to use technology effectively in the classroom.

24 (9) Some communities are improving student
25 achievement levels by adopting high standards for

1 teachers and students, abolishing social promotions,
2 and taking other steps to improve the quality of edu-
3 cation. Some of this can be done by implementing
4 high standards, restructuring existing budgets, and
5 reordering priorities. But some communities, par-
6 ticularly those serving a high number of low-income
7 students, do not have the same resources as higher
8 income communities. Despite efforts in many States
9 to supplement funding in poor school districts, the
10 General Accounting Office found that wealthier
11 school districts in 37 States had more total funding
12 than poor school districts in the 1991–1992 school
13 year. On average, wealthy school districts had about
14 24 percent more total funding per weighted pupil
15 than poor school districts. It is in the national inter-
16 est that children from low-income families be pro-
17 vided with opportunities to achieve to the best of
18 their ability in order to become productive, contrib-
19 uting members of society. Additional Federal re-
20 sources should be committed to implement effective
21 reforms and improve the quality of education in low-
22 income rural and inner-city schools.

23 (10) Coordinated national actions to lower class
24 size, raise student and teacher standards, and re-
25 build school facilities are also needed to help address

1 high school and college dropout rates, which have in-
 2 volved over 500,000 students each year in high
 3 school and 28 percent of college freshmen, of whom
 4 a disproportionate number are Hispanic Americans.

5 (11) Meeting the challenges of the 21st century
 6 will require the involvement of all Americans, includ-
 7 ing public officials, educators, parents, business and
 8 community leaders, and students. Encouraging ac-
 9 tive community participation is essential for the suc-
 10 cess of students in the 21st century.

11 **TITLE I—HELPING COMMU-** 12 **NITIES RENOVATE AMERICA’S** 13 **SCHOOLS**

14 **SECTION 101. SHORT TITLE.**

15 This title may be cited as the “Public School Con-
 16 struction Act of 1998”.

17 **SEC. 102. FINDINGS.**

18 Congress makes the following findings:

19 (1) The General Accounting Office has per-
 20 formed a comprehensive survey of the Nation’s pub-
 21 lic elementary and secondary school facilities and
 22 has found severe levels of disrepair in all areas of
 23 the United States.

24 (2) The General Accounting Office has con-
 25 cluded that more than 14,000,000 children attend

1 schools in need of extensive repair or replacement,
2 7,000,000 children attend schools with life safety
3 code violations, and 12,000,000 children attend
4 schools with leaky roofs.

5 (3) The General Accounting Office has found
6 the problem of crumbling schools transcends demo-
7 graphic and geographic boundaries. At 38 percent of
8 urban schools, 30 percent of rural schools, and 29
9 percent of suburban schools, at least one building is
10 in need of extensive repair or should be completely
11 replaced.

12 (4) The condition of school facilities has a di-
13 rect affect on the safety of students and teachers
14 and on the ability of students to learn. Academic re-
15 search has provided a direct correlation between the
16 condition of school facilities and student achieve-
17 ment. At Georgetown University, researchers have
18 found the test scores of students assigned to schools
19 in poor condition can be expected to fall 10.9 per-
20 centage points below the test scores of students in
21 buildings in excellent condition. Similar studies have
22 demonstrated up to a 20 percent improvement in
23 test scores when students were moved from a poor
24 facility to a new facility.

1 (5) The General Accounting Office has found
2 most schools are not prepared to incorporate modern
3 technology in the classroom. Forty-six percent of
4 schools lack adequate electrical wiring to support the
5 full-scale use of technology. More than a third of
6 schools lack the requisite electrical power. Fifty-six
7 percent of schools have insufficient phone lines for
8 modems.

9 (6) The Department of Education has reported
10 that elementary and secondary school enrollment, al-
11 ready at a record high level, will continue to grow
12 over the next 10 years, and that in order to accom-
13 modate this growth, the United States will need to
14 build an additional 6,000 schools.

15 (7) The General Accounting Office has deter-
16 mined the cost of bringing schools up to good, over-
17 all condition to be \$112,000,000,000, not including
18 the cost of modernizing schools to accommodate
19 technology, or the cost of building additional facili-
20 ties needed to meet record enrollment levels.

21 (8) Schools run by the Bureau of Indian Affairs
22 (BIA) for Native American children are also in dire
23 need of repair and renovation. The General Account-
24 ing Office has reported that the cost of total inven-
25 tory repairs needed for BIA facilities is

1 \$754,000,000. The December 1997 report by the
2 Comptroller General of the United States states
3 that, “Compared with other schools nationally, BIA
4 schools are generally in poorer physical condition,
5 have more unsatisfactory environmental factors,
6 more often lack key facilities requirements for edu-
7 cation reform, and are less able to support computer
8 and communications technology.”.

9 (9) State and local financing mechanisms have
10 proven inadequate to meet the challenges facing to-
11 day’s aging school facilities. Large numbers of local
12 educational agencies have difficulties securing fi-
13 nancing for school facility improvement.

14 (10) The Federal Government has provided re-
15 sources for school construction in the past. For ex-
16 ample, between 1933 and 1939, the Federal Govern-
17 ment assisted in 70 percent of all new school con-
18 struction.

19 (11) The Federal Government can support ele-
20 mentary and secondary school facilities without
21 interfering in issues of local control, and should help
22 communities leverage additional funds for the im-
23 provement of elementary and secondary school facili-
24 ties.

1 **SEC. 103. EXPANSION OF INCENTIVES FOR PUBLIC**
 2 **SCHOOLS.**

3 (a) IN GENERAL.—Part IV of subchapter U of chap-
 4 ter 1 of the Internal Revenue Code of 1986 (relating to
 5 incentives for education zones) is amended to read as fol-
 6 lows:

7 **“PART IV—INCENTIVES FOR QUALIFIED PUBLIC**
 8 **SCHOOL MODERNIZATION BONDS**

“Sec. 1397E. Credit to holders of qualified public school mod-
 ernization bonds.

“Sec. 1397F. Qualified zone academy bonds.

“Sec. 1397G. Qualified school construction bonds.

9 **“SEC. 1397E. CREDIT TO HOLDERS OF QUALIFIED PUBLIC**
 10 **SCHOOL MODERNIZATION BONDS.**

11 “(a) ALLOWANCE OF CREDIT.—In the case of a tax-
 12 payer who holds a qualified public school modernization
 13 bond on the credit allowance date of such bond which oc-
 14 curs during the taxable year, there shall be allowed as a
 15 credit against the tax imposed by this chapter for such
 16 taxable year the amount determined under subsection (b).

17 “(b) AMOUNT OF CREDIT.—

18 “(1) IN GENERAL.—The amount of the credit
 19 determined under this subsection with respect to any
 20 qualified public school modernization bond is the
 21 amount equal to the product of—

1 “(A) the credit rate determined by the Sec-
 2 retary under paragraph (2) for the month in
 3 which such bond was issued, multiplied by

4 “(B) the face amount of the bond held by
 5 the taxpayer on the credit allowance date.

6 “(2) DETERMINATION.—During each calendar
 7 month, the Secretary shall determine a credit rate
 8 which shall apply to bonds issued during the follow-
 9 ing calendar month. The credit rate for any month
 10 is the percentage which the Secretary estimates will
 11 on average permit the issuance of qualified public
 12 school modernization bonds without discount and
 13 without interest cost to the issuer.

14 “(c) LIMITATION BASED ON AMOUNT OF TAX.—

15 “(1) IN GENERAL.—The credit allowed under
 16 subsection (a) for any taxable year shall not exceed
 17 the excess of—

18 “(A) the sum of the regular tax liability
 19 (as defined in section 26(b)) plus the tax im-
 20 posed by section 55, over

21 “(B) the sum of the credits allowable
 22 under part IV of subchapter A (other than sub-
 23 part C thereof, relating to refundable credits).

24 “(2) CARRYOVER OF UNUSED CREDIT.—If the
 25 credit allowable under subsection (a) exceeds the

1 limitation imposed by paragraph (1) for such taxable
 2 year, such excess shall be carried to the succeeding
 3 taxable year and added to the credit allowable under
 4 subsection (a) for such taxable year.

5 “(d) QUALIFIED PUBLIC SCHOOL MODERNIZATION
 6 BOND; CREDIT ALLOWANCE DATE.—For purposes of this
 7 section—

8 “(1) QUALIFIED PUBLIC SCHOOL MODERNIZA-
 9 TION BOND.—The term ‘qualified public school mod-
 10 ernization bond’ means—

11 “(A) a qualified zone academy bond, and

12 “(B) a qualified school construction bond.

13 “(2) CREDIT ALLOWANCE DATE.—The term
 14 ‘credit allowance date’ means, with respect to any
 15 issue, the last day of the 1-year period beginning on
 16 the date of issuance of such issue and the last day
 17 of each successive 1-year period thereafter.

18 “(e) OTHER DEFINITIONS.—For purposes of this
 19 part—

20 “(1) LOCAL EDUCATIONAL AGENCY.—The term
 21 ‘local educational agency’ has the meaning given to
 22 such term by section 14101 of the Elementary and
 23 Secondary Education Act of 1965. Such term in-
 24 cludes the local educational agency that serves the

1 District of Columbia but does not include any other
2 State agency.

3 “(2) BOND.—The term ‘bond’ includes any ob-
4 ligation.

5 “(3) STATE.—The term ‘State’ includes the
6 District of Columbia and any possession of the
7 United States.

8 “(4) PUBLIC SCHOOL FACILITY.—The term
9 ‘public school facility’ shall not include any stadium
10 or other facility primarily used for athletic contests
11 or exhibitions or other events for which admission is
12 charged to the general public.

13 “(f) CREDIT INCLUDED IN GROSS INCOME.—Gross
14 income includes the amount of the credit allowed to the
15 taxpayer under this section and the amount so included
16 shall be treated as interest income.

17 “(g) BONDS HELD BY REGULATED INVESTMENT
18 COMPANIES.—If any qualified public school modernization
19 bond is held by a regulated investment company, the credit
20 determined under subsection (a) shall be allowed to share-
21 holders of such company under procedures prescribed by
22 the Secretary.

23 **“SEC. 1397F. QUALIFIED ZONE ACADEMY BONDS.**

24 “(a) QUALIFIED ZONE ACADEMY BOND.—For pur-
25 poses of this part—

1 “(1) IN GENERAL.—The term ‘qualified zone
2 academy bond’ means any bond issued as part of an
3 issue if—

4 “(A) 95 percent or more of the proceeds of
5 such issue are to be used for a qualified pur-
6 pose with respect to a qualified zone academy
7 established by a local educational agency,

8 “(B) the bond is issued by a State or local
9 government within the jurisdiction of which
10 such academy is located,

11 “(C) the issuer—

12 “(i) designates such bond for purposes
13 of this section,

14 “(ii) certifies that it has written as-
15 surances that the private business con-
16 tribution requirement of paragraph (2) will
17 be met with respect to such academy, and

18 “(iii) certifies that it has the written
19 approval of the local educational agency
20 for such bond issuance, and

21 “(D) the term of each bond which is part
22 of such issue does not exceed 15 years.

23 “(2) PRIVATE BUSINESS CONTRIBUTION RE-
24 QUIREMENT.—

1 “(A) IN GENERAL.—For purposes of para-
2 graph (1), the private business contribution re-
3 quirement of this paragraph is met with respect
4 to any issue if the local educational agency that
5 established the qualified zone academy has writ-
6 ten commitments from private entities to make
7 qualified contributions having a present value
8 (as of the date of issuance of the issue) of not
9 less than 10 percent of the proceeds of the
10 issue.

11 “(B) QUALIFIED CONTRIBUTIONS.—For
12 purposes of subparagraph (A), the term ‘quali-
13 fied contribution’ means any contribution (of a
14 type and quality acceptable to the local edu-
15 cational agency) of—

16 “(i) equipment for use in the qualified
17 zone academy (including state-of-the-art
18 technology and vocational equipment),

19 “(ii) technical assistance in developing
20 curriculum or in training teachers in order
21 to promote appropriate market driven tech-
22 nology in the classroom,

23 “(iii) services of employees as volun-
24 teen mentors,

1 “(iv) internships, field trips, or other
2 educational opportunities outside the acad-
3 emy for students, or

4 “(v) any other property or service
5 specified by the local educational agency.

6 “(3) QUALIFIED ZONE ACADEMY.—The term
7 ‘qualified zone academy’ means any public school (or
8 academic program within a public school) which is
9 established by and operated under the supervision of
10 a local educational agency to provide education or
11 training below the postsecondary level if—

12 “(A) such public school or program (as the
13 case may be) is designed in cooperation with
14 business to enhance the academic curriculum,
15 increase graduation and employment rates, and
16 better prepare students for the rigors of college
17 and the increasingly complex workforce,

18 “(B) students in such public school or pro-
19 gram (as the case may be) will be subject to the
20 same academic standards and assessments as
21 other students educated by the local educational
22 agency,

23 “(C) the comprehensive education plan of
24 such public school or program is approved by
25 the local educational agency, and

1 “(D)(i) such public school is located in an
2 empowerment zone or enterprise community
3 (including any such zone or community des-
4 ignated after the date of the enactment of this
5 section), or

6 “(ii) there is a reasonable expectation (as
7 of the date of issuance of the bonds) that at
8 least 35 percent of the students attending such
9 school or participating in such program (as the
10 case may be) will be eligible for free or reduced-
11 cost lunches under the school lunch program es-
12 tablished under the National School Lunch Act.

13 “(4) QUALIFIED PURPOSE.—The term ‘quali-
14 fied purpose’ means, with respect to any qualified
15 zone academy—

16 “(A) constructing, rehabilitating, or repair-
17 ing the public school facility in which the acad-
18 emy is established,

19 “(B) providing equipment for use at such
20 academy,

21 “(C) developing course materials for edu-
22 cation to be provided at such academy, and

23 “(D) training teachers and other school
24 personnel in such academy.

1 “(5) TEMPORARY PERIOD EXCEPTION.—A bond
 2 shall not be treated as failing to meet the require-
 3 ment of paragraph (1)(A) solely by reason of the
 4 fact that the proceeds of the issue of which such
 5 bond is a part are invested for a reasonable tem-
 6 porary period (but not more than 36 months) until
 7 such proceeds are needed for the purpose for which
 8 such issue was issued. Any earnings on such pro-
 9 ceeds during such period shall be treated as proceeds
 10 of the issue for purposes of applying paragraph
 11 (1)(A).

12 “(b) LIMITATIONS ON AMOUNT OF BONDS DES-
 13 IGNATED.—

14 “(1) IN GENERAL.—There is a national zone
 15 academy bond limitation for each calendar year.
 16 Such limitation is—

17 “(A) \$400,000,000 for 1998,

18 “(B) \$1,400,000,000 for 1999,

19 “(C) \$1,400,000,000 for 2000, and

20 “(D) except as provided in paragraph (3),
 21 zero after 2000.

22 “(2) ALLOCATION OF LIMITATION.—

23 “(A) ALLOCATION AMONG STATES.—

24 “(i) 1998 LIMITATION.—The national
 25 zone academy bond limitation for calendar

1 year 1998 shall be allocated by the Sec-
2 retary among the States on the basis of
3 their respective populations of individuals
4 below the poverty line (as defined by the
5 Office of Management and Budget).

6 “(ii) LIMITATION AFTER 1998.—The
7 national zone academy bond limitation for
8 any calendar year after 1998 shall be allo-
9 cated by the Secretary among the States in
10 the manner prescribed by section
11 1397G(d); except that, in making the allo-
12 cation under this clause, the Secretary
13 shall take into account Basic Grants at-
14 tributable to large local educational agen-
15 cies (as defined in section 1397G(e)).

16 “(B) ALLOCATION TO LOCAL EDU-
17 CATIONAL AGENCIES.—The limitation amount
18 allocated to a State under subparagraph (A)
19 shall be allocated by the State education agency
20 to qualified zone academies within such State.

21 “(C) DESIGNATION SUBJECT TO LIMITA-
22 TION AMOUNT.—The maximum aggregate face
23 amount of bonds issued during any calendar
24 year which may be designated under subsection
25 (a) with respect to any qualified zone academy

1 shall not exceed the limitation amount allocated
 2 to such academy under subparagraph (B) for
 3 such calendar year.

4 “(3) CARRYOVER OF UNUSED LIMITATION.—If
 5 for any calendar year—

6 “(A) the limitation amount under this sub-
 7 section for any State, exceeds

8 “(B) the amount of bonds issued during
 9 such year which are designated under sub-
 10 section (a) with respect to qualified zone acad-
 11 emies within such State,

12 the limitation amount under this subsection for such
 13 State for the following calendar year shall be in-
 14 creased by the amount of such excess. The preceding
 15 sentence shall not apply if such following calendar
 16 year is after 2002.

17 **“SEC. 1397G. QUALIFIED SCHOOL CONSTRUCTION BONDS.**

18 “(a) QUALIFIED SCHOOL CONSTRUCTION BOND.—
 19 For purposes of this part, the term ‘qualified school con-
 20 struction bond’ means any bond issued as part of an issue
 21 if—

22 “(1) 95 percent or more of the proceeds of such
 23 issue are to be used for the construction, rehabilita-
 24 tion, or repair of a public school facility,

1 “(2) the bond is issued by a State or local gov-
2 ernment within the jurisdiction of which such school
3 is located,

4 “(3) the issuer designates such bond for pur-
5 poses of this section, and

6 “(4) the term of each bond which is part of
7 such issue does not exceed 15 years.

8 Rules similar to the rules of section 1397F(a)(5) shall
9 apply for purposes of paragraph (1).

10 “(b) LIMITATION ON AMOUNT OF BONDS DES-
11 IGNATED.—The maximum aggregate face amount of
12 bonds issued during any calendar year which may be des-
13 ignated under subsection (a) by any issuer shall not exceed
14 the sum of—

15 “(1) the limitation amount allocated under sub-
16 section (d) for such calendar year to such issuer,
17 and

18 “(2) if such issuer is a large local educational
19 agency (as defined in subsection (e)) or is issuing on
20 behalf of such an agency, the limitation amount allo-
21 cated under subsection (e) for such calendar year to
22 such agency.

23 “(c) NATIONAL LIMITATION ON AMOUNT OF BONDS
24 DESIGNATED.—There is a national qualified school con-

1 instruction bond limitation for each calendar year. Such lim-
 2 itation is—

3 “(1) \$9,700,000,000 for 1999,

4 “(2) \$9,700,000,000 for 2000, and

5 “(3) except as provided in subsection (f), zero
 6 after 2000.

7 “(d) 50 PERCENT OF LIMITATION ALLOCATED
 8 AMONG STATES.—

9 “(1) IN GENERAL.—Fifty percent of the limita-
 10 tion applicable under subsection (c) for any calendar
 11 year shall be allocated among the States under para-
 12 graph (2) by the Secretary. The limitation amount
 13 allocated to a State under the preceding sentence
 14 shall be allocated by the State education agency to
 15 issuers within such State and such allocations may
 16 be made only if there is an approved State applica-
 17 tion.

18 “(2) ALLOCATION FORMULA.—The amount to
 19 be allocated under paragraph (1) for any calendar
 20 year shall be allocated among the States in propor-
 21 tion to the respective amounts each such State re-
 22 ceived for Basic Grants under subpart 2 of part A
 23 of title I of the Elementary and Secondary Edu-
 24 cation Act of 1965 (20 U.S.C. 6331 et seq.) for the
 25 most recent fiscal year ending before such calendar

1 year. For purposes of the preceding sentence, Basic
 2 Grants attributable to large local educational agen-
 3 cies (as defined in subsection (e)) shall be dis-
 4 regarded.

5 “(3) MINIMUM ALLOCATIONS TO STATES.—

6 “(A) IN GENERAL.—The Secretary shall
 7 adjust the allocations under this subsection for
 8 any calendar year for each State to the extent
 9 necessary to ensure that the sum of—

10 “(i) the amount allocated to such
 11 State under this subsection for such year,
 12 and

13 “(ii) the aggregate amounts allocated
 14 under subsection (e) to large local edu-
 15 cational agencies in such State for such
 16 year,

17 is not less than an amount equal to such
 18 State’s minimum percentage of 50 percent of
 19 the national qualified school construction bond
 20 limitation under subsection (c) for the calendar
 21 year.

22 “(B) MINIMUM PERCENTAGE.—A State’s
 23 minimum percentage for any calendar year is
 24 the minimum percentage described in section
 25 1124(d) of the Elementary and Secondary Edu-

1 cation Act of 1965 (20 U.S.C. 6334(d)) for
2 such State for the most recent fiscal year end-
3 ing before such calendar year.

4 “(4) ALLOCATIONS TO CERTAIN POSSES-
5 SIONS.—The amount to be allocated under para-
6 graph (1) to any possession of the United States
7 other than Puerto Rico shall be the amount which
8 would have been allocated if all allocations under
9 paragraph (1) were made on the basis of respective
10 populations of individuals below the poverty line (as
11 defined by the Office of Management and Budget).
12 In making other allocations, the amount to be allo-
13 cated under paragraph (1) shall be reduced by the
14 aggregate amount allocated under this paragraph to
15 possessions of the United States.

16 “(5) APPROVED STATE APPLICATION.—For
17 purposes of paragraph (1), the term ‘approved State
18 application’ means an application which is approved
19 by the Secretary of Education and which includes—

20 “(A) the results of a recent publicly-avail-
21 able survey (undertaken by the State with the
22 involvement of local education officials, mem-
23 bers of the public, and experts in school con-
24 struction and management) of such State’s

1 needs for public school facilities, including de-
2 scriptions of—

3 “(i) health and safety problems at
4 such facilities,

5 “(ii) the capacity of public schools in
6 the State to house projected enrollments,
7 and

8 “(iii) the extent to which the public
9 schools in the State offer the physical in-
10 frastructure needed to provide a high-qual-
11 ity education to all students, and

12 “(B) a description of how the State will al-
13 locate to local educational agencies, or other-
14 wise use, its allocation under this subsection to
15 address the needs identified under subpara-
16 graph (A), including a description of how it
17 will—

18 “(i) give highest priority to localities
19 with the greatest needs, as demonstrated
20 by inadequate school facilities coupled with
21 a low level of resources to meet those
22 needs,

23 “(ii) use its allocation under this sub-
24 section to assist localities that lack the fis-
25 cal capacity to issue bonds on their own,

1 including but not limited to issuance of
 2 bonds by the State on behalf of such local-
 3 ities, and

4 “(iii) ensure that its allocation under
 5 this subsection is used only to supplement,
 6 and not supplant, the amount of school
 7 construction, rehabilitation, and repair in
 8 the State that would have occurred in the
 9 absence of such allocation.

10 Any allocation under paragraph (1) by a State edu-
 11 cation agency shall be binding if such agency reason-
 12 ably determined that the allocation was in accord-
 13 ance with the plan approved under this paragraph.

14 “(e) 50 PERCENT OF LIMITATION ALLOCATED
 15 AMONG LARGEST SCHOOL DISTRICTS.—

16 “(1) IN GENERAL.—Fifty percent of the limita-
 17 tion applicable under subsection (c) for any calendar
 18 year shall be allocated under paragraph (2) by the
 19 Secretary among local educational agencies which
 20 are large local educational agencies for such year.
 21 No qualified school construction bond may be issued
 22 by reason of an allocation to a large local edu-
 23 cational agency under the preceding sentence unless
 24 such agency has an approved local application.

1 “(2) ALLOCATION FORMULA.—The amount to
 2 be allocated under paragraph (1) for any calendar
 3 year shall be allocated among large local educational
 4 agencies in proportion to the respective amounts
 5 each such agency received for Basic Grants under
 6 subpart 2 of part A of title I of the Elementary and
 7 Secondary Education Act of 1965 (20 U.S.C. 6331
 8 et seq.) for the most recent fiscal year ending before
 9 such calendar year.

10 “(3) LARGE LOCAL EDUCATIONAL AGENCY.—
 11 For purposes of this section, the term ‘large local
 12 educational agency’ means, with respect to a cal-
 13 endar year, any local educational agency if such
 14 agency is—

15 “(A) among the 100 local educational
 16 agencies with the largest numbers of children
 17 aged 5 through 17 from families living below
 18 the poverty level, as determined by the Sec-
 19 retary using the most recent data available
 20 from the Department of Commerce that are
 21 satisfactory to the Secretary, or

22 “(B) 1 of not more than 25 local edu-
 23 cational agencies (other than those described in
 24 clause (i)) that the Secretary of Education de-
 25 termines (based on the most recent data avail-

able satisfactory to the Secretary) are in particular need of assistance, based on a low level of resources for school construction, a high level of enrollment growth, or such other factors as the Secretary deems appropriate.

“(4) APPROVED LOCAL APPLICATION.—For purposes of paragraph (1), the term ‘approved local application’ means an application which is approved by the Secretary of Education and which includes—

“(A) the results of a recent publicly-available survey (undertaken by the local educational agency with the involvement of school officials, members of the public, and experts in school construction and management) of such agency’s needs for public school facilities, including descriptions of—

“(i) the overall condition of the local educational agency’s school facilities, including health and safety problems,

“(ii) the capacity of the agency’s schools to house projected enrollments, and

“(iii) the extent to which the agency’s schools offer the physical infrastructure needed to provide a high-quality education to all students,

1 “(B) a description of how the local edu-
 2 cational agency will use its allocation under this
 3 subsection to address the needs identified under
 4 subparagraph (A), and

5 “(C) a description of how the local edu-
 6 cational agency will ensure that its allocation
 7 under this subsection is used only to supple-
 8 ment, and not supplant, the amount of school
 9 construction, rehabilitation, or repair in the lo-
 10 cality that would have occurred in the absence
 11 of such allocation.

12 A rule similar to the rule of the last sentence of sub-
 13 section (d)(5) shall apply for purposes of this para-
 14 graph.

15 “(f) CARRYOVER OF UNUSED LIMITATION.—If for
 16 any calendar year—

17 “(1) the amount allocated under subsection (d)
 18 to any State, exceeds

19 “(2) the amount of bonds issued during such
 20 year which are designated under subsection (a) pur-
 21 suant to such allocation,

22 the limitation amount under such subsection for such
 23 State for the following calendar year shall be increased
 24 by the amount of such excess. A similar rule shall apply
 25 to the amounts allocated under subsection (e). The sub-

1 section shall not apply if such following calendar year is
 2 after 2002.”.

3 (b) REPORTING.—Subsection (d) of section 6049 of
 4 such Code (relating to returns regarding payments of in-
 5 terest) is amended by adding at the end the following new
 6 paragraph:

7 “(8) REPORTING OF CREDIT ON QUALIFIED
 8 PUBLIC SCHOOL MODERNIZATION BONDS.—

9 “(A) IN GENERAL.—For purposes of sub-
 10 section (a), the term ‘interest’ includes amounts
 11 includible in gross income under section
 12 1397E(f) and such amounts shall be treated as
 13 paid on the credit allowance date (as defined in
 14 section 1397E(d)(2)).

15 “(B) REPORTING TO CORPORATIONS,
 16 ETC.—Except as otherwise provided in regula-
 17 tions, in the case of any interest described in
 18 subparagraph (A) of this paragraph, subsection
 19 (b)(4) of this section shall be applied without
 20 regard to subparagraphs (A), (H), (I), (J), (K),
 21 and (L)(i).

22 “(C) REGULATORY AUTHORITY.—The Sec-
 23 retary may prescribe such regulations as are
 24 necessary or appropriate to carry out the pur-
 25 poses of this paragraph, including regulations

1 which require more frequent or more detailed
2 reporting.”

3 (c) CLERICAL AMENDMENTS.—

4 (1) The table of parts for subchapter U of
5 chapter 1 of such Code is amended by striking the
6 item relating to part IV and inserting the following
7 new item:

“Part IV. Incentives for qualified public school modernization
bonds.”.

8 (2) Part V of subchapter U of chapter 1 of
9 such Code is amended by redesignating both section
10 1397F and the item relating thereto in the table of
11 sections for such part as section 1397H.

12 (d) EFFECTIVE DATES.—

13 (1) IN GENERAL.—Except as provided in para-
14 graph (2), the amendments made by this section
15 shall apply to obligations issued after December 31,
16 1998.

17 (2) REPEAL OF RESTRICTION ON ZONE ACAD-
18 EMY BOND HOLDERS.—The repeal of the limitation
19 of section 1397E of the Internal Revenue Code of
20 1986 (as in effect on the day before the date of the
21 enactment of this Act) to eligible taxpayers (as de-
22 fined in subsection (d)(6) of such section) shall
23 apply to obligations issued after December 31, 1997.

1 **SEC. 104. SENSE OF THE SENATE REGARDING FUNDING**
 2 **FOR BIA SCHOOL FACILITIES.**

3 (a) FINDINGS.—The Senate finds that—

4 (1) the Bureau of Indian Affairs operates one
 5 of only two federally-run school systems; and

6 (2) there is a clear Federal responsibility to en-
 7 sure that the more than 50,000 students attending
 8 these schools have decent, safe schools.

9 (b) SENSE OF THE SENATE.—It is the sense of the
 10 Senate that—

11 (1) at a minimum, an additional \$32,200,000
 12 should be provided, for a total of at least
 13 \$86,600,000 in fiscal year 1999, to begin construc-
 14 tion of 3 new Bureau of Indian Affairs school facili-
 15 ties and to increase funds available for the improve-
 16 ment and repair of existing facilities; and

17 (2) In addition, Congress should consider enact-
 18 ing legislation to establish other funding mechanisms
 19 that would leverage federal investments on behalf of
 20 Bureau of Indian Affairs schools in order to address
 21 the serious construction backlog which exists at trib-
 22 al schools.

23 **TITLE II—REDUCING CLASS SIZE**

24 **SEC. 201. FINDINGS.**

25 Congress makes the following findings:

1 (1) Qualified teachers in small classes can pro-
2 vide students with more individualized attention,
3 spend more time on instruction and less on other
4 tasks, cover more material effectively, and are better
5 able to work with parents to help the parents further
6 their children's education.

7 (2) Rigorous research has shown that students
8 attending small classes in the early grades make
9 more rapid educational progress than the students in
10 larger classes, and that those achievement gains per-
11 sist through at least the 8th grade. For example:

12 (A) In a landmark 4-year experimental
13 study of class size reduction in grades kinder-
14 garten through grade 3 in Tennessee, research-
15 ers found that students in smaller classes
16 earned significantly higher scores on basic skills
17 tests in all 4 years and in all types of schools,
18 including urban, rural, and suburban schools.

19 (B) After 2 years in reduced class sizes,
20 students in the Flint, Michigan Public School
21 District improved their reading scores by 44
22 percent.

23 (3) The benefits of smaller classes are greatest
24 for lower-achieving, minority, poor, and inner-city
25 children. One study found that urban 4th-graders in

1 smaller than average classes were $\frac{3}{4}$ of a school
2 year ahead of their counterparts in larger than aver-
3 age classes.

4 (4) Smaller classes allow teachers to identify
5 and work sooner with students who have learning
6 disabilities and, potentially, can reduce those stu-
7 dents' need for special education services in the later
8 grades.

9 (5) Students in smaller classes are able to be-
10 come more actively engaged in learning than their
11 peers in large classes.

12 (6) Efforts to improve educational outcomes by
13 reducing class sizes in the early grades are likely to
14 be successful only if well-qualified teachers are hired
15 to fill additional classroom positions and if teachers
16 received intensive, continuing training in working ef-
17 fectively in smaller classroom settings.

18 (7) State certified and licensed teachers help
19 ensure high quality instruction in the classroom.

20 (8) According to the National Commission on
21 Teaching and America's Future, the most important
22 influence on student achievement is the expertise of
23 their teachers. One New York City study comparing
24 high- and low-achieving elementary schools with
25 similar student characteristics, found that more than

1 90 percent of the variation in achievement in mathe-
2 matics and reading was due to differences in teacher
3 qualifications.

4 (9) Our Nation needs more qualified teachers to
5 meet changing demographics and to help students
6 meet high standards, as demonstrated by the follow-
7 ing:

8 (A) Over the next decade, our Nation will
9 need to hire over 2,000,000 teachers to meet in-
10 creasing student enrollments and teacher retire-
11 ments.

12 (B) 1 out of 4 high school teachers does
13 not have a major or minor in the main subject
14 that they teach. This is true for more than 30
15 percent of mathematics teachers.

16 (C) In schools with the highest minority
17 enrollments, students have less than a 50 per-
18 cent chance of getting a science or mathematics
19 teacher who holds a degree in that field.

20 (D) In 1991, 25 percent of new public
21 school teachers had not completed the require-
22 ments for a license in their main assignment
23 field. This number increased to 27 percent by
24 1994, including 11 percent who did not have a
25 license.

1 (10) We need more teachers who are adequately
2 prepared for the challenges of the 21st century
3 classroom, as demonstrated by the fact that—

4 (A) 50 percent of teachers have little or no
5 experience using technology in the classroom;
6 and

7 (B) in 1994, only 10 percent of new teach-
8 ers felt they were prepared to integrate new
9 technology into their instruction.

10 (11) Teacher quality cannot be further com-
11 promised to meet the demographic demand for new
12 teachers and smaller class sizes. Comprehensive im-
13 provements in teacher preparation and development
14 programs are also necessary to ensure the effective-
15 ness of new teachers and the academic success of
16 students in the classroom. These comprehensive im-
17 provements should include encouraging more institu-
18 tions of higher education that operate teacher prepa-
19 ration programs to work in partnership with local
20 educational agencies and elementary and secondary
21 schools; providing more hands-on, classroom experi-
22 ence to prospective teachers; creating mentorship
23 programs for new teachers; providing high quality
24 content area training and classroom skills for new

1 teachers; and training teachers to incorporate tech-
2 nology into the classroom.

3 (12) Efforts should be made to provide prospec-
4 tive teachers with a greater knowledge of instruc-
5 tional programs that are research-based, of dem-
6 onstrated effectiveness, replicable in diverse and
7 challenging circumstances, and supported by net-
8 works of experts and experienced practitioners.

9 (13) Several States have begun serious efforts
10 to reduce class sizes in the early elementary grades,
11 but these actions may be impeded by financial limi-
12 tations or difficulties in hiring qualified teachers.

13 (14) The Federal Government can assist in this
14 effort by providing funding for class size reductions
15 in grades 1 through 3, and by helping to ensure that
16 the new teachers brought into the classroom are
17 well-qualified.

18 **SEC. 202. PURPOSE.**

19 It is the purpose of this title to help States and local
20 educational agencies recruit, train, and hire 100,000 addi-
21 tional qualified teachers in order to reduce class sizes na-
22 tionally, in grades 1 through 3, to an average of 18 stu-
23 dents per classroom and to improve teaching in the early
24 grades so that all students can learn to read independently
25 and well by the end of the third grade.

1 **SEC. 203. AUTHORIZATION OF APPROPRIATIONS.**

2 There are authorized to be appropriated to carry out
 3 this title \$1,100,000,000 for fiscal year 1999,
 4 \$1,300,000,000 for fiscal year 2000, \$1,500,000,000 for
 5 fiscal year 2001, \$1,700,000,000 for fiscal year 2002,
 6 \$1,735,000,000 for fiscal year 2003, \$2,300,000,000 for
 7 fiscal year 2004, and \$2,800,000,000 for each of the fiscal
 8 years 2005 through 2008.

9 **SEC. 204. ALLOTMENT TO STATES.**

10 (a) ENTITLEMENT TO PAYMENTS.—Each State hav-
 11 ing an application approved under section 205 shall be en-
 12 titled to a payment for a fiscal year in an amount equal
 13 to the State's allotment under this section.

14 (b) RESERVATIONS.—

15 (1) EVALUATIONS.—From the amount made
 16 available under section 203 for a fiscal year, the
 17 Secretary may reserve not more than
 18 \$1,000,000,000 to carry out the evaluation required
 19 under section 213.

20 (2) OUTLYING AREAS; SECRETARY OF THE IN-
 21 TERIOR.—From the amount made available under
 22 section 203 and not reserved under paragraph (1)
 23 for a fiscal year, the Secretary shall reserve not
 24 more than 1 percent for payments to the outlying
 25 areas, and to the Secretary of the Interior for
 26 schools supported by the Bureau of Indian Affairs,

1 for activities that are consistent with the purpose of
 2 this title. The Secretary shall allocate funds among
 3 the outlying areas and the Secretary of the Interior
 4 in accordance with their respective needs for assist-
 5 ance under this title.

6 (c) ALLOTMENT FORMULA.—From the amount made
 7 available under section 203 and not reserved under sub-
 8 section (b) for a fiscal year, the Secretary shall allot to
 9 each State an amount that bears the same relationship
 10 to the amount so made available as the amount of funding
 11 the State received under part A of title I of the Elemen-
 12 tary and Secondary Education Act of 1965 (20 U.S.C.
 13 6311 et seq.) for the previous fiscal year bears to the total
 14 amount so received by all States for the previous fiscal
 15 year.

16 (d) REALLOTMENT.—If the Secretary determines
 17 that any amount of a State’s allotment under this section
 18 will not be available to the State for such year, then the
 19 Secretary shall realLOT such amount to other States in the
 20 same manner as the funds were originally allotted under
 21 subsection (b).

22 (e) DEFINITIONS.—In this title:

23 (1) OUTLYING AREA.—The term “outlying
 24 area” means the United States Virgin Islands,

1 Guam, American Samoa, and the Commonwealth of
2 the Northern Mariana Islands.

3 (2) STATE.—The term “State” means each of
4 the several States of the United States, the District
5 of Columbia, and the Commonwealth of Puerto Rico.

6 **SEC. 205. APPLICATIONS.**

7 (a) IN GENERAL.—The State educational agency of
8 each State desiring to receive funding under this title shall
9 submit an application to the Secretary at such time, in
10 such form, and containing such information as the Sec-
11 retary may require.

12 (b) CONTENTS.—The application shall include—

13 (1) the State educational agency’s goals for
14 using funds under this title to reduce average class
15 sizes in grades 1 through 3, including a description
16 of current class sizes in the schools served by local
17 educational agencies of the State;

18 (2) a description of the State educational agen-
19 cy’s plan for using funds under this title to reduce
20 average class size in grades 1 through 3;

21 (3) a description of the State educational agen-
22 cy’s plan for allocating funds provided under this
23 title within the State, including an estimate of the
24 impact of those allocations on class sizes in the
25 schools served by individual local educational agen-

1 cies of the State, and an assurance that the State
2 educational agency will make this plan public within
3 the State;

4 (4) a description of the State educational agen-
5 cy's strategy for improving teacher quality in grades
6 1 through 3 within the State (which may be a part
7 of a broader strategy to improve teacher quality gen-
8 erally), including actions the State educational agen-
9 cy will take to ensure the availability, within the
10 State, of a sufficient number of qualified teachers to
11 fill the positions created with funds provided under
12 this title, which strategy shall describe how the State
13 educational agency and the local educational agen-
14 cies within the State will ensure that—

15 (A) individuals hired for positions created
16 with funds provided under this title will meet
17 all of the State's requirements for full certifi-
18 cation or licensure of teachers, or will make sat-
19 isfactory progress toward achieving such full
20 certification or licensure (which may include in-
21 dividuals pursuing alternative routes to such
22 certification or licensure); and

23 (B) individuals hired for positions created
24 with funds provided under this title, and other
25 teachers affected by the funds, will be prepared

1 to teach reading effectively to all children and
 2 will take part in continuing professional devel-
 3 opment in effective reading instruction and in
 4 teaching effectively in small classes; and

5 (5) a description of how the State will use other
 6 funds, including other Federal funds, to improve
 7 teacher quality and reading achievement within the
 8 State.

9 (c) APPROVAL.—The Secretary shall approve an ap-
 10 plication of a State if such application meets the require-
 11 ments of this section and holds reasonable promise of
 12 achieving the purpose of this title.

13 **SEC. 206. WITHIN STATE ALLOCATIONS.**

14 (a) RESERVATION.—From the amount allotted to a
 15 State under this title for a fiscal year, the State may re-
 16 serve a total of not more than 1 percent for the adminis-
 17 trative costs of the State educational agency under this
 18 title and for State level activities described in section 207.

19 (b) ALLOCATIONS.—

20 (1) MINIMUM ALLOCATION TO CERTAIN LOCAL
 21 EDUCATIONAL AGENCIES.—

22 (A) IN GENERAL.—From the amount allot-
 23 ted to a State under this title and not reserved
 24 under subsection (a) for a fiscal year, the State
 25 shall make an allocation to each local edu-

1 cational agency in the State that is described in
 2 subparagraph (B) in an amount that bears the
 3 same relation to such amount as the amount
 4 such local educational agency received under
 5 part A of title I of the Elementary and Second-
 6 ary Education Act of 1965 (20 U.S.C. 6311 et
 7 seq.) for the preceding fiscal year bears to the
 8 total amount all such local educational agencies
 9 in the State received under such part for the
 10 preceding year.

11 (B) CERTAIN LOCAL EDUCATIONAL AGEN-
 12 CIES.—A local educational agency referred to in
 13 subparagraph (A) is a local educational agency
 14 that serves schools in which—

15 (i) at least 30 percent of the children
 16 enrolled in the schools are from families
 17 with incomes below the poverty line; or

18 (ii) at least 10,000 of the children en-
 19 rolled in the schools are from such fami-
 20 lies.

21 (2) REMAINDER.—From the amount allotted to
 22 a State under this title, not reserved under sub-
 23 section (a), and that remain after application of
 24 paragraph (1), the State shall make allocations to
 25 local educational agencies in the State—

1 (A) on the basis of—

2 (i) the local educational agencies' cur-
 3 rent or projected class sizes in grades 1
 4 through 3; and

5 (ii) the relative ability of the local
 6 educational agencies to finance class size
 7 reductions with local educational agency
 8 funds; and

9 (B) in such a manner as to enable local
 10 educational agencies to reduce their average
 11 class sizes, in grades 1 through 3, to the aver-
 12 age class size proposed in the State application.

13 (3) CLARIFICATION REGARDING CERTAIN LOCAL
 14 EDUCATIONAL AGENCIES.—A State shall make an
 15 allocation under paragraph (1) to a local educational
 16 agency described in paragraph (1)(B) and may make
 17 an allocation under paragraph (2) to a local edu-
 18 cational agency described in paragraph (1)(B).

19 **SEC. 207. STATE LEVEL ACTIVITIES.**

20 From the amount reserved under section 206(a) for
 21 a fiscal year the State may carry out activities described
 22 in the application submitted under section 205. Such ac-
 23 tivities may include—

24 (1) revision of State teacher certification or li-
 25 censure standards so as to promote the hiring of

1 teachers with high academic and pedagogical quali-
 2 fications;

3 (2) developing opportunities for professional de-
 4 velopment for teachers with respect to skills and
 5 strategies that enable the teachers to teach effec-
 6 tively in smaller classes; and

7 (3) monitoring of activities assisted under this
 8 title and other administrative costs associated with
 9 the operation of the activities.

10 **SEC. 208. LOCAL USES OF FUNDS.**

11 (a) LOCAL EDUCATIONAL AGENCIES.—

12 (1) IN GENERAL.—

13 (A) HIRING OF TEACHERS.—Each local
 14 educational agency receiving an allocation under
 15 this title shall use the allocated funds, with the
 16 exception of funds reserved under paragraph
 17 (2), for the payment of the salaries and benefits
 18 for the additional teachers needed to reduce
 19 class sizes in grades 1 through 3 to the level de-
 20 termined as the State goal in the State applica-
 21 tion under section 205(b)(1).

22 (B) SPECIAL RULE.—A local educational
 23 agency that has achieved the goal described in
 24 section 205(b)(1) may use the allocated
 25 funds—

- 1 (i) to make further class size reduc-
- 2 tions in grades 1 through 3;
- 3 (ii) to reduce class sizes in grades
- 4 other than grades 1 through 3; or
- 5 (iii) to undertake quality improvement
- 6 activities such as the activities described in
- 7 paragraph (2).

8 (2) SPECIAL RULE.—From the amount allo-

9 cated to a local educational agency under this title

10 for each of the fiscal years 1999 through 2003, the

11 local educational agency shall use not less than 10

12 percent for activities to ensure that teachers hired

13 with funds provided under this title, and other

14 teachers who will teach smaller classes as a result of

15 activities assisted under this title, are prepared to

16 teach reading and other subjects effectively in a

17 smaller class setting. Activities undertaken in pur-

18 suit of this objective may include—

19 (A) training teachers in effective reading

20 instructional practices (including practices for

21 teaching students who experience initial dif-

22 ficulty in learning to read) and in effective in-

23 structional practices in small classes;

24 (B) paying the costs for teachers hired in

25 grades 1 through 3 who are not fully certified

1 or licensed to obtain full certification or licen-
 2 sure;

3 (C) providing mentors or other support for
 4 teachers in grades 1 through 3;

5 (D) establishing programs for the recruit-
 6 ment of qualified teachers for schools that have
 7 a shortage of certified or licensed teachers; and

8 (E) providing scholarships or other aid to
 9 paraprofessionals or undergraduate students in
 10 order to expand the pool of qualified teachers.

11 (b) SCHOOLS.—Each school receiving funds from a
 12 local educational agency under this title may use the funds
 13 to produce for the public an annual report regarding the
 14 school's—

15 (1) student achievement in reading (using the
 16 assessments the State uses under section 1111(b) of
 17 the Elementary and Secondary Education Act of
 18 1965 (20 U.S.C. 6311(b)), and disaggregating data
 19 in the same manner as required under such section;

20 (2) average class size; and

21 (3) teacher qualifications for teachers of grades
 22 1 through 3.

23 **SEC. 209. MATCHING REQUIREMENT.**

24 (a) MATCHING FUNDS.—In order to receive an allo-
 25 cation under this title for a fiscal year a local educational

1 agency shall provide matching funds, in the amount deter-
2 mined under subsection (b), to pay the cost of activities
3 assisted under this title for the fiscal year.

4 (b) AMOUNT.—The amount of matching funds re-
5 quired under subsection (a)—

6 (1) in the case of a local educational agency for
7 which the number of children from families with in-
8 comes below the poverty line that are served by the
9 agency is 25 percent or greater than 25 percent of
10 all students served by the agency, 0 percent of the
11 cost of activities to be assisted under this title;

12 (2) in the case of a local educational agency for
13 which such number is 20 percent or greater but less
14 than 25 percent, shall be not less than 10 percent
15 of the costs;

16 (3) in the case of a local educational agency for
17 which such number is 15 percent or greater but less
18 than 20 percent, shall be not less than 20 percent
19 of the costs;

20 (4) in the case of a local educational agency for
21 which such number is 10 percent or greater but less
22 than 15 percent, shall be not less than 30 percent
23 of the costs;

24 (5) in the case of a local educational agency for
25 which such number is 5 percent or greater but less

1 than 10 percent, shall be not less than 40 percent
2 of the costs; and

3 (6) in the case of a local educational agency for
4 which such number is less than 5 percent, shall be
5 not less than 50 percent of the costs.

6 (c) DETERMINATION.—For purposes of determining
7 the applicable matching requirement under subsection (a),
8 the Secretary shall determine the number of children from
9 families with incomes below the poverty line for individual
10 local educational agencies using the most recent data
11 available from the Bureau of the Census.

12 (d) SPECIAL RULE.—A local educational agency shall
13 meet the matching requirement determined in subsection
14 (b) through cash expenditures from non-Federal sources,
15 except that schools operating schoolwide programs under
16 section 1114 of the Elementary and Secondary Education
17 Act of 1965 (20 U.S.C. 6314) may use funds provided
18 under part A of title I of such Act (20 U.S.C. 6311 et
19 seq.) to meet the requirements, if the use of the part A
20 funds is consistent with the school plan under section
21 1112 of such Act (20 U.S.C. 6312) and the requirements
22 of sections 1120(c) and 1120A(b) of such Act (20 U.S.C.
23 6321(c) and 6322).

1 **SEC. 210. CARRYOVER.**

2 Notwithstanding section 421 of the General Edu-
 3 cation Provisions Act (20 U.S.C. 1225), funds made avail-
 4 able to a local educational agency under this title shall
 5 be available for obligation until September 30, 2008.

6 **SEC. 211. ACCOUNTABILITY.**

7 (a) IN GENERAL.—Not later than 3 years after a
 8 local educational agency receives funds under this title, the
 9 local educational agency shall provide to the State edu-
 10 cational agency evidence of the achievement of the local
 11 educational agencies' students, in grades 1 through 4, in
 12 reading. Such evidence shall be—

13 (1) in a form determined by the State edu-
 14 cational agency;

15 (2) based on the assessments local educational
 16 agencies are using under section 1111(b) of the Ele-
 17 mentary and Secondary Education Act of 1965 (20
 18 U.S.C. 6311(b)) or on comparably rigorous State or
 19 local assessments; and

20 (3) disaggregated to show the achievement of
 21 students in individual schools and of students in dif-
 22 ferent racial groups, by gender, by family income,
 23 and for students with disabilities and with limited
 24 English proficiency.

25 (b) IMPROVEMENT PLAN.—Each local educational
 26 agency serving a school that fails to show improvement

1 in reading achievement after receiving funds under this
 2 title for 3 years shall develop a program improvement plan
 3 that is approved by the Secretary. The program improve-
 4 ment plan may provide for—

5 (1) additional technical assistance, in the school
 6 failing to show improvement, in order to change cur-
 7 riculum, change school leadership, or more effec-
 8 tively use staff;

9 (2) implementation, in the school, of com-
 10 prehensive, research-based education reform models;
 11 or

12 (3) any other improvement strategy agreed to
 13 by the local educational agency and the Secretary.

14 (c) REDUCTION OF ALLOCATION.—Beginning with
 15 fiscal year 2004, a State educational agency shall reduce
 16 the allocation to any local educational agency under sec-
 17 tion 206 for a fiscal year if the State educational agency
 18 determines that the local educational agency serves a
 19 school which fails to show improvement in reading achieve-
 20 ment. The reduction shall be in an amount equivalent to
 21 the amount made available to the school for the fiscal year
 22 for which the determination is made.

23 **SEC. 212. PARTICIPATION OF PRIVATE SCHOOL TEACHERS.**

24 (a) IN GENERAL.—Proportionate to the number of
 25 children who are enrolled in private elementary schools or

1 secondary schools in the area served by a local educational
 2 agency that receives an allocation under this title, the local
 3 educational agency shall provide for the inclusion of pri-
 4 vate school teachers in the professional development activi-
 5 ties the local educational agencies and the schools served
 6 by such agency carries out under this title.

7 (b) WAIVER.—If, by reason of any provision of law,
 8 a local educational agency is prohibited from providing for
 9 the professional development activities for private school
 10 teachers and administrators as required by subsection (a),
 11 or if the Secretary determines that the agency is unwilling
 12 or unable to do so, the Secretary shall waive that require-
 13 ment and shall use a portion of the agency’s grant to ar-
 14 range for the provision of those activities.

15 **SEC. 213. EVALUATION.**

16 From the amount reserved under section 204(b)(1),
 17 the Secretary shall carry out an evaluation of—

18 (1) the extent to which the activities assisted
 19 under this title achieve the objective of reducing
 20 class sizes;

21 (2) the impact of the activities on reading
 22 achievement;

23 (3) the quality of the teachers hired with funds
 24 provided under this title;

1 (4) the success of State and local efforts to use
2 funds provided under this title to ensure high quality
3 teaching; and

4 (5) the effectiveness of the requirements under
5 section 211.

6 **TITLE III—STRENGTHENING THE**
7 **21ST CENTURY COMMUNITY**
8 **LEARNING CENTERS ACT**

9 **SEC. 301. FINDINGS.**

10 Congress makes the following findings:

11 (1) In 1998 youth face far greater social risks
12 than did their parents and grandparents.

13 (2) Students spend more of their waking hours
14 alone, without supervision, companionship, or activ-
15 ity, than the students spend in school.

16 (3) Nearly 5,000,000 children are home alone
17 after school each week.

18 (4) Eighth graders left home alone after school
19 report greater use of cigarettes, alcohol, and mari-
20 juana than those in adult-supervised settings.

21 (5) Children who attend quality after-school
22 programs—

23 (A) experience positive effects on their de-
24 velopment;

1 (B) have better peer relations, emotional
2 adjustment, grades, and conduct in school than
3 their peers in other care arrangements;

4 (C) have more learning opportunities and
5 enrichment activities than their peers in other
6 care arrangements; and

7 (D) are less likely to engage in delinquent
8 activity.

9 (6) Most juvenile delinquent activity, whether
10 committing criminal acts or becoming victims of
11 criminal acts, occurs between 3 p.m. and 8 p.m.

12 (7) From 1988 to 1992, juvenile arrests for vio-
13 lent acts increased by 50 percent.

14 (8) 1996 survey data indicate that parents
15 overwhelmingly support using school-based after-
16 school programs for learning and enrichment pro-
17 grams, but 70 percent of all public elementary and
18 secondary schools do not offer school-based after-
19 school programs.

20 (9) Parents want more than babysitting from
21 school-based after-school programs, and computer
22 classes, art and music courses, tutoring, and com-
23 munity service rank high as activities for after-
24 school programs.

1 (10) In 1993, only 33 percent of schools in low-
 2 income neighborhoods offered before- and after-
 3 school programs, and only 50 percent of schools in
 4 affluent neighborhoods offered such programs. Ef-
 5 forts are clearly needed to expand access to such
 6 programs both in schools and in other community-
 7 based settings.

8 **SEC. 302. PROGRAM AUTHORIZATION.**

9 Section 10903 of the 21st Century Community
 10 Learning Centers Act (20 U.S.C. 8243) is amended—

11 (1) in subsection (a)—

12 (A) in the subsection heading, by inserting
 13 “TO LOCAL EDUCATIONAL AGENCIES FOR
 14 SCHOOLS” after “SECRETARY”; and

15 (B) by striking “rural and inner-city pub-
 16 lic” and all that follows through “or to” and in-
 17 serting “local educational agencies for the sup-
 18 port of public elementary schools or secondary
 19 schools, including middle schools, that serve
 20 communities with substantial needs for ex-
 21 panded learning opportunities for children and
 22 youth in the communities, to enable the schools
 23 to establish or”; and

24 (C) by striking “a rural or inner-city com-
 25 munity” and inserting “the communities”;

1 (2) in subsection (b)—

2 (A) by striking “States, among” and in-
3 serting “States and among”; and

4 (B) by striking “United States,” and all
5 that follows through “a State” and inserting
6 “United States”; and

7 (3) in subsection (c), by striking “3” and in-
8 serting “5”.

9 **SEC. 303. APPLICATIONS.**

10 Section 10904 of such Act (20 U.S.C. 8244) is
11 amended—

12 (1) by redesignating subsection (b) as sub-
13 section (c);

14 (2) in subsection (a)—

15 (A) in the first sentence, by striking “an
16 elementary or secondary school or consortium”
17 and inserting “a local educational agency”;

18 (B) in paragraph (1), by striking “or con-
19 sortium”;

20 (C) in paragraph (2), by striking “and”
21 after the semicolon;

22 (D) in paragraph (3)—

23 (i) in subparagraph (B), by inserting
24 “, including programs under the Child

1 Care and Development Block Grant Act of
2 1990” after “maximized”;

3 (ii) in subparagraph (D), by striking
4 “or consortium”; and

5 (iii) in subparagraph (E)—

6 (I) in the matter preceding clause

7 (i), by striking “or consortium”; and

8 (II) in clause (ii), by striking the
9 period and inserting a semicolon;

10 (E) by adding at the end the following:

11 “(4) information demonstrating that the local
12 educational agency will—

13 “(A) provide not less than 50 percent of
14 the annual cost of the activities assisted under
15 the project from sources other than funds pro-
16 vided under this part, which contribution may
17 be provided in cash or in kind, fairly evaluated;

18 “(B) provide not more than 25 percent of
19 the annual cost of the activities assisted under
20 the project from funds provided by the Sec-
21 retary under other Federal programs that per-
22 mit the use of those other funds for activities
23 assisted under the project; and

24 “(C) subject to subparagraph (B), in the
25 fourth and fifth years of a local educational

1 agency’s project, increase the percentage of the
 2 annual cost of activities assisted under the
 3 project that is paid for from sources other than
 4 the funds provided under this part; and

5 “(5) an assurance that the local educational
 6 agency, in each year of the project, will maintain the
 7 agency’s fiscal effort, from non-Federal sources,
 8 from the preceding fiscal year for the activities the
 9 local educational agency provides with funds pro-
 10 vided under this part.”; and

11 (F) in the second sentence of the matter
 12 preceding paragraph (1), by striking “Each
 13 such” and inserting the following:

14 “(b) CONTENTS.—Each such”; and

15 (3) in subsection (c) (as redesignated by para-
 16 graph (1)—

17 (A) by striking “offer a broad selection of
 18 services which”; and

19 (B) by striking “the community” and in-
 20 serting “low-income communities”.

21 **SEC. 304. USES OF FUNDS.**

22 Section 10905 of such Act (20 U.S.C. 8245) is
 23 amended—

24 (1) by amending the matter preceding para-
 25 graph (1) to read as follows:

1 “(a) IN GENERAL.—Subject to subsection (b), grants
 2 awarded under this part may be used to establish or ex-
 3 pand community learning centers that provide 1 or more
 4 of the following activities.”;

5 (2) in subsection (a)(11) (as redesignated by
 6 paragraph (1)), by inserting “, and job skills prepa-
 7 ration” after “placement”;

8 (3) by adding at the end of subsection (a) (as
 9 redesignated by paragraph (1)) the following:

10 “(14) Mentoring programs.

11 “(15) Academic assistance programs.

12 “(16) Drug, alcohol, and gang prevention ac-
 13 tivities.”; and

14 (4) by adding at the end the following:

15 “(b) SPECIAL RULES.—Each grant awarded under
 16 this part—

17 “(1) shall be used for an activity described in
 18 subsection (a) that—

19 “(A) offers expanded learning opportuni-
 20 ties for children and youth in the community;
 21 and

22 “(B) is conducted before or after school,
 23 except that a supportive activity, such as train-
 24 ing, may be conducted during school if the sup-
 25 portive activity relates directly to the activity

1 described in subsection (a) that is conducted be-
2 fore or after school; and

3 “(2) may be used for an activity described in
4 subsection (a) that does not offer expanded learning
5 opportunities for children and youth in the commu-
6 nity.”.

7 **SEC. 305. CONTINUATION AWARDS UNDER CURRENT STAT-**
8 **UTE.**

9 Such Act (20 U.S.C. 8241 et seq.) is further amend-
10 ed—

11 (1) by redesignating sections 10906 and 10907
12 (20 U.S.C. 8246 and 8247) as sections 10907 and
13 10908, respectively; and

14 (2) by inserting after section 10906 the follow-
15 ing:

16 **“SEC. 10907. CONTINUATION AWARDS.**

17 “Notwithstanding any other provision of law, the Sec-
18 retary may use funds appropriated under this part to
19 make payments under this part for projects that were
20 funded under this part for fiscal year 1998, under the
21 terms and conditions that applied to the original grants
22 for the projects.”.

23 **SEC. 306. AUTHORIZATION OF APPROPRIATIONS.**

24 Section 10908 of such Act (as redesignated by section
25 305(1)) (20 U.S.C. 8247) is amended by striking

1 “\$20,000,000 for fiscal year 1995” and inserting
2 “\$200,000,000 for fiscal year 1999”.

3 **SEC. 307. EFFECTIVE DATE.**

4 This title, and the amendments made by this title,
5 shall take effect on October 1, 1998.

6 **TITLE IV—PROMOTING EFFEC-**
7 **TIVE USE OF TECHNOLOGY IN**
8 **THE CLASSROOM**

9 **SEC. 401. FINDINGS.**

10 Congress makes the following findings:

11 (1) Integrating technology effectively in the
12 classroom must be a central component of preparing
13 students for the 21st century. The American people
14 recognize that such effective integration must be a
15 priority. 74 percent of Americans agree that comput-
16 ers improve the quality of education, and 48 percent
17 believe their community’s public schools offer too lit-
18 tle access to adequate computers and technology.

19 (2) Nearly $\frac{1}{4}$ of the jobs added to the economy
20 in 1997 were in technology-based occupations, ac-
21 cording to the Department of Labor. By the year
22 2000, 60 percent of all jobs in the Nation will re-
23 quire skills in computer and network use. In 1998,
24 just 22 percent of workers have those skills.

1 (3) The effective use of technology in the class-
2 room improves students' mastery of basic skills, test
3 scores, writing, and engagement in school. With
4 these gains come decreases in dropout rates and de-
5 creases in attendance and discipline problems.

6 (4) 78 percent of our Nation's schools had ac-
7 cess to the Internet in 1997, representing an in-
8 crease from 35 percent in 1994, so our Nation is
9 making progress. But only 27 percent of our Na-
10 tion's classrooms are wired for the Internet and far
11 fewer classrooms in high-poverty areas are so wired.

12 (5) The fund providing funds for the provision
13 of telecommunications services under section 254(h)
14 of the Telecommunications Act of 1934 (47 U.S.C.
15 254(h)) (popularly known as the "E-rate"), will pro-
16 vide up to \$2,250,000,000 annually in discounts to
17 assure every American school and library access to
18 telecommunications services, internal connections,
19 and Internet access. More than 20,000 schools and
20 libraries have applied to participate in the program
21 assisted under such section.

22 (6) The National Governors' Association has
23 urged Congress to maintain the integrity of the fund
24 described in paragraph (5), including providing ade-

1 quate funding for the fund currently and in the fu-
2 ture.

3 (7) Congress has established important pro-
4 grams such as the School Technology Resource
5 Grants Program, the National Challenge Grants for
6 Technology in Education Program, and the Star
7 Schools Program to help schools obtain equipment.
8 Federal assistance has helped many communities in-
9 tegrate technology into the classroom. Additional re-
10 sources are needed to continue this effort, as well as
11 an effort to help train teachers in using technology
12 effectively.

13 (8) The Nation's Governors and Congress have
14 endorsed a set of National Education Goals which
15 include preparation of teachers in the use of emerg-
16 ing technologies.

17 (9) According to a 1997 study, only 10 percent
18 of new teachers reported they felt prepared to use
19 technology in their classrooms, reflecting inadequate
20 training in the use of classroom educational tech-
21 nology during undergraduate preparation.

22 (10) There is no national standard for the ca-
23 pabilities of teachers in the use of emerging tech-
24 nologies, though several voluntary standards have
25 been developed by the National Council for the Ac-

1 creditation of Teacher Education (NCATE), and are
2 being developed by the Interstate Teacher Assess-
3 ment and Support Consortium (INTASC) and the
4 National Board for Professional Teaching Standards
5 (NBPTS).

6 (11) In 1996, when asked to rate the greatest
7 barriers to integrating the Internet into the class-
8 room, 50 percent of teachers cited the lack of time
9 to train.

10 (12) Only 14 percent of public school teachers
11 had more than 8 hours of training (in in-service or
12 professional development programs) in the area of
13 educational technology in the 1993–1994 school
14 year.

15 (13) Among teachers who report having 1 or
16 more computer systems readily available at school,
17 only 62 percent use a computer regularly for in-
18 struction.

19 (14) The State of Florida has addressed the
20 issue of funding by requiring that recipients of its
21 educational technology grants set aside at least 30
22 percent of all grant funds for staff development.

23 (15) For most teachers, it will take between 3
24 and 6 years to fully integrate information tech-
25 nologies into the teachers' teaching activities, and

1 ongoing technological changes are likely to ensure
2 that the learning curve never levels off completely.

3 (16) 18 States require preservice technology
4 training, while only 2 require in-service technology
5 training, and 32 other States require a course or
6 some equivalent experience in educational tech-
7 nology.

8 (17) A majority of teachers felt they needed
9 training in order to adequately use a personal com-
10 puter (56 percent), standard computer software (61
11 percent), multimedia software (62 percent), instruc-
12 tional videodiscs (67 percent), and on-line databases
13 (72 percent).

14 (18) Accessing Federal funding for technology-
15 related teacher development is difficult. Many pro-
16 grams allow State or local grantees to decide wheth-
17 er to fund teacher technology training. Often tech-
18 nology-related training and, in general, professional
19 development are viewed as niceties rather than ne-
20 cessities.

21 (19) In academic year 1996–1997, school dis-
22 tricts around the Nation reported that only 6 per-
23 cent of the technology budget (or \$4.18 per pupil),
24 was spent on technology training for teachers. This

1 represents only $\frac{1}{5}$ of the 30 percent recommended
2 by education experts.

3 (20) Congress must provide new funding to
4 help ensure that all new teachers are prepared to in-
5 tegrate technology effectively into the curriculum,
6 and can understand the new styles of teaching and
7 learning facilitated by technology.

8 (21) Most colleges of education do not ade-
9 quately prepare teachers to use educational tech-
10 nology. While many college students are technology
11 literate, incoming teachers require focused training
12 on how to use new technologies to enhance student
13 learning.

14 **SEC. 402. INCREASED FUNDING FOR EDUCATION TECH-**
15 **NOLOGY.**

16 It is the sense of Congress that it is in our Nation's
17 interest for the Federal Government to invest at least
18 \$4,000,000,000 in funding for Department of Education
19 technology programs between fiscal years 1999 and 2003.

20 **SEC. 403. LIMITING INTERNET ACCESS TO INAPPROPRIATE**
21 **MATERIALS.**

22 (a) SHORT TITLE.—This section may be cited as the
23 “Internet Access Protection Act of 1998”.

1 (b) SUPERVISION POLICIES REQUIRED.—Section 254
 2 of the Communications Act of 1934 (47 U.S.C. 254) is
 3 amended by adding at the end the following:

4 “(l) SUPERVISION POLICIES REQUIRED.—

5 “(1) POLICY STATEMENT.—An elementary
 6 school, secondary school, or library that obtains
 7 services or preferential rates or treatment under this
 8 section shall establish a policy with respect to access
 9 to material that is inappropriate for children.

10 “(2) CONTINUED ELIGIBILITY CONDITIONED ON
 11 STATEMENT.—After January 1, 1999, an elemen-
 12 tary school, secondary school, or library may not
 13 continue to be eligible to obtain services or pref-
 14 erential rates or treatment under this section unless
 15 such school or library has filed a copy of the state-
 16 ment required by paragraph (1) with the Commis-
 17 sion or an entity designated by the Commission.”.

18 **SEC. 404. SCHOOL TECHNOLOGY RESOURCE GRANTS.**

19 Subsection (a) of section 3132 of the Technology for
 20 Education Act of 1994 (20 U.S.C. 6842(a)) is amended
 21 by adding at the end the following:

22 “(3) PRIORITY.—Each State educational agen-
 23 cy receiving a grant under paragraph (1) shall give
 24 priority to awarding grants under this section to
 25 local educational agencies that—

1 “(A) serve the highest number or percent-
2 age of children in poverty, and have the lowest
3 level of technology resources, in the State; or

4 “(B) provide evidence in the application
5 submitted under section 3133 of a substantial
6 commitment to train teachers and staff in the
7 effective use of education technology, as dem-
8 onstrated by devoting not less than 30 percent
9 of the funds to be provided under the grant for
10 preparing teachers to use technology as a tool
11 in conducting lessons and academic instruction
12 in core academic subject areas.

13 “(4) MATCHING REQUIREMENT.—In order to
14 receive a grant under paragraph (1) for any of the
15 fiscal years 1999 through 2004, a State educational
16 agency shall provide matching funds from non-Fed-
17 eral sources, in an amount equal to the amount of
18 the grant for the fiscal year, which matching funds
19 shall be used to award grants to local educational
20 agencies under this section for the fiscal year.

21 “(5) SUPPLEMENT NOT SUPPLANT.—Grant
22 funds provided to a State educational agency under
23 paragraph (1) shall be used to supplement and not
24 supplant State and local funds available to carry out
25 the activities assisted under this section.

1 “(6) REPORT.—Each State educational agency
2 receiving a grant under this section shall annually
3 report to the Secretary regarding—

4 “(A) the criteria the State educational
5 agency uses to award grants to local edu-
6 cational agencies under this section; and

7 “(B) the types of grants so awarded and a
8 description of the activities assisted under each
9 grant so awarded.”.

10 **SEC. 405. NATIONAL CHALLENGE GRANTS FOR TECH-**
11 **NOLOGY IN EDUCATION.**

12 Section 3136 of the Technology for Education Act
13 of 1994 (20 U.S.C. 6846) is amended by adding at the
14 end the following:

15 “(e) SPECIAL PRIORITY RULE.—Notwithstanding
16 any other provision of this section, the Secretary shall use
17 the greater of \$30,000,000 or 30 percent of the amount
18 available to carry out this section for a fiscal year to award
19 grants to consortia that—

20 “(1) demonstrate in the application submitted
21 under subsection (d) that the consortia will focus the
22 activities assisted under the grant on professional
23 development in the effective use of learning tech-
24 nologies;

1 “(2) have as members of the consortia depart-
 2 ments of education within an institution of higher
 3 education; and

4 “(3) demonstrate in the application that the
 5 consortia have carried out, and are carrying out, the
 6 professional development described in paragraph
 7 (1).”.

8 **SEC. 406. TECHNOLOGY TRAINING FOR PRESERVICE AND**
 9 **NOVICE TEACHERS.**

10 Subpart 2 of part A of the Technology for Education
 11 Act of 1994 (20 U.S.C. 6841 et seq.) is amended by add-
 12 ing at the end the following:

13 **“SEC. 3138. TECHNOLOGY TRAINING FOR PRESERVICE AND**
 14 **NOVICE TEACHERS.**

15 “(a) PURPOSE.—The purpose of this section is to
 16 promote the training of teaching candidates and faculty
 17 at schools of education within institutions of higher edu-
 18 cation regarding the effective use and integration of edu-
 19 cation technology in teaching academic subjects to elemen-
 20 tary and secondary school students.

21 “(b) GRANTS.—From amounts appropriated under
 22 subsection (g), the Secretary may award grants, on a com-
 23 petitive basis, to eligible partnerships to enable the eligible
 24 partnerships to carry out the authorized activities de-
 25 scribed in subsection (d).

1 “(c) ELIGIBLE PARTNERSHIPS DEFINED.—In this
2 section the term ‘eligible partnership’ means a partnership
3 between 2 or more of the following:

4 “(1) A State educational agency.

5 “(2) A school of education within an institution
6 of higher education.

7 “(3) A local educational agency that frequently
8 employs individuals recently trained at a school de-
9 scribed in paragraph (2).

10 “(4) A nonprofit or other organization.

11 “(d) AUTHORIZED ACTIVITIES.—Grant funds under
12 this section may be used—

13 “(1) to integrate technology into academic sub-
14 ject areas;

15 “(2) to provide training to faculty in effective
16 use of learning technologies in raising student
17 achievement and individualizing instruction to best
18 take advantage of reduced class size;

19 “(3) to expand exemplary practices within
20 States, with respect to the effective use and integra-
21 tion of technology in teaching;

22 “(4) to disseminate effective practices nation-
23 wide, with respect to the effective use and integra-
24 tion of technology in teaching;

1 “(5) to support strategies such as intensive
2 summer institutes, faculty development and curricu-
3 lum reform, and hands-on experience pairing
4 preservice and master teachers, with respect to the
5 effective use and integration of technology in teach-
6 ing; and

7 “(6) to target 1 or more core subject areas, and
8 focus on specific grade levels, or to target school dis-
9 tricts with high rates of novice teachers, with respect
10 to the effective use and integration of technology in
11 teaching.

12 “(e) REQUIREMENTS.—

13 “(1) EQUITABLE DISTRIBUTION.—In awarding
14 grants under this section, the Secretary shall ensure
15 an equitable distribution among eligible partnerships
16 serving different geographic areas of the United
17 States.

18 “(2) COORDINATION.—The Secretary shall
19 carry out activities under this section and section
20 3136 through the same office or entity within the
21 Department.

22 “(f) APPLICABILITY.—The provisions of this subpart
23 other than this section shall not apply to this section.

24 “(g) AUTHORIZATION OF APPROPRIATIONS.—There
25 are authorized to be appropriated \$75,000,000 for fiscal

1 year 1999 and such sums as may be necessary for each
 2 of the 4 succeeding fiscal years.”.

3 **SEC. 407. RESEARCH, DEVELOPMENT, AND EVALUATION.**

4 The Education for Technology Act of 1994 (20
 5 U.S.C. 6801 et seq.) is amended by adding at the end
 6 the following:

7 **“Subpart 5—Research, Development, and Education**
 8 **“SEC. 3152. EDUCATION TECHNOLOGY INNOVATION PRO-**
 9 **GRAM.**

10 “(a) PURPOSE.—The purpose of this section is to es-
 11 tablish funding, to be managed jointly by the Director of
 12 the Office of Educational Research and Improvement and
 13 the Chairperson of the National Science Foundation, to
 14 support innovative research in education technology, devel-
 15 opment of research results in partnership with the private
 16 sector, and evaluation that identifies the most effective ap-
 17 proaches of implementing education technology.

18 “(b) PROGRAM AUTHORIZED.—From amounts ap-
 19 propriated under subsection (f), the Director of the Office
 20 of Educational Research and Improvement and the Chair-
 21 person of the National Science Foundation, in conjunction
 22 with the Secretary’s adviser on education technology, shall
 23 establish a program to be known as the ‘Education Tech-
 24 nology Innovation and Evaluation Program’. Such pro-
 25 gram shall—

1 “(1) support early stage research on new edu-
2 cation technologies and innovative methods of inte-
3 grating technology and academic instruction;

4 “(2) promote joint product development, adop-
5 tion, and dissemination of high-quality software and
6 instructional approaches with private sector firms;

7 “(3) conduct evaluative research into the effec-
8 tiveness of integrating learning technology in raising
9 student achievement; and

10 “(4) demonstrate how technology can be used
11 to individualize instruction and capitalize on smaller
12 teacher-student ratios.

13 “(c) EVALUATIVE RESEARCH.—The evaluative re-
14 search described in subsection (b)(3) shall be performed
15 by conducting a large scale study comparing learning for
16 students exposed to education technology to a control
17 group.

18 “(d) COMPETITIVE AWARDS.—The activities de-
19 scribed in paragraphs (1) through (4) of subsection (b)
20 (including the study described in subsection (c)) shall be
21 conducted through awards made on a competitive basis to
22 consortia of research entities.

23 “(e) OBJECTIVE AND ADMINISTRATION.—The Direc-
24 tor of the Office of Educational Research and Improve-
25 ment and the Chairperson of the National Science Foun-

1 dation shall ensure an appropriate balance among the ac-
 2 tivities described in subsection (b) in order to promote the
 3 long-term growth and effectiveness of technology in
 4 schools.

5 “(f) AUTHORIZATION OF APPROPRIATIONS.—There
 6 are authorized to be appropriated \$75,000,000 for fiscal
 7 year 1999 and such sums as may be necessary for each
 8 of the 4 succeeding fiscal years.”.

9 **TITLE V—EDUCATION** 10 **OPPORTUNITY ZONES**

11 **SEC. 501. SHORT TITLE.**

12 This title may be cited as the “Education Oppor-
 13 tunity Zones Act of 1998”.

14 **SEC. 502. FINDINGS.**

15 Congress makes the following findings:

16 (1) Students in schools that have high con-
 17 centrations of poor children begin school academi-
 18 cally behind their peers in other schools and are
 19 often unable to close the gap as they progress
 20 through school. In later years, these students are
 21 less likely than other students to attend a college or
 22 university and more likely to experience unemploy-
 23 ment.

24 (2) Because of high levels of poverty in the
 25 communities served by the schools and low levels of

1 resources, many children who attend these high-pov-
2 erty schools lack access to the challenging curricula,
3 well-prepared teachers, and high expectations that
4 make better achievement possible.

5 (3) Data from the National Assessment of Edu-
6 cational Progress consistently show large gaps be-
7 tween the achievement of students in high-poverty
8 schools and those in other schools. High-poverty
9 schools will face special challenges in preparing their
10 students to succeed on new and more challenging
11 national and State assessments, such as voluntary
12 national tests and the assessments States are devel-
13 oping under the programs assisted under the Goals
14 2000: Educate America Act and section 1111(b) of
15 the Elementary and Secondary Education Act of
16 1965.

17 (4) Recent reports have found that students in
18 urban school districts are more likely to attend high-
19 poverty schools, are more frequently taught by
20 teachers possessing only an emergency or temporary
21 license, and are less likely to score above the basic
22 level on achievement tests, than are nonurban stu-
23 dents.

24 (5) High-poverty rural schools, because of their
25 isolation, small size, and low level of resources, also

1 face particular challenges. For example, teachers in
2 rural school districts are nearly twice as likely as
3 nonrural teachers to provide instruction in 3 or more
4 subjects.

5 (6) Notwithstanding these general trends, some
6 high-poverty school districts have shown that they
7 can achieve outstanding educational outcomes, if
8 they adopt challenging standards for all children, ex-
9 pand public school choice for parents and students,
10 adopt the other components of systemic educational
11 reform, and hold schools, staff, and students ac-
12 countable for results. Generally, however, these suc-
13 cesses have occurred in isolated schools rather than
14 throughout a school district.

15 (7) School districts that have established the
16 policies needed to attain widespread student achieve-
17 ment gains, and have attained those gains in some
18 of their schools, can serve as models for other school
19 districts desiring to improve the academic achieve-
20 ment of their students. The Federal Government can
21 spur more school districts in this direction by provid-
22 ing targeted resources for urban and rural school
23 districts willing to carry out solid plans for improv-
24 ing the educational achievement of all their children.

1 **SEC. 503. PURPOSE.**

2 The purpose of this title is to assist urban and rural
3 local educational agencies that—

4 (1) have high concentrations of children from
5 low-income families; and

6 (2) are implementing standards-based systemic
7 reform strategies in order to pursue further reforms
8 and raise the academic achievement of all their stu-
9 dents.

10 **SEC. 504. DEFINITIONS.**

11 In this title:

12 (1) **CENTRAL CITY.**—The term “central city”
13 includes the area defined as such by the Director of
14 the Office of Management and Budget.

15 (2) **HIGH-POVERTY LOCAL EDUCATIONAL AGEN-**
16 **CY.**—The term “high-poverty local educational agen-
17 cy” means a local educational agency in which the
18 percentage of children, ages 5 through 17, from
19 families with incomes below the poverty level is 20
20 percent or greater or the number of such children
21 exceeds 10,000.

22 (3) **LOCAL EDUCATIONAL AGENCY.**—The term
23 “local educational agency”—

24 (A) has the meaning given that term in
25 subparagraph (A) or (B) of section 14101(18)

1 of the Elementary and Secondary Education
2 Act of 1965 (20 U.S.C. 8801(18)); and

3 (B) includes elementary schools and sec-
4 ondary schools operated or supported by the
5 Bureau of Indian Affairs.

6 (4) METROPOLITAN STATISTICAL AREA.—The
7 term “metropolitan statistical area” includes the
8 area defined as such by the Director of the Office
9 of Management and Budget.

10 (5) RURAL LOCALITY.—The term “rural local-
11 ity” means a locality that is not within a metropoli-
12 tan statistical area and has a population of less than
13 25,000.

14 (6) STATE.—The term “State” means each of
15 the several States of the United States, the District
16 of Columbia, the Commonwealth of Puerto Rico,
17 Guam, American Samoa, the United States Virgin
18 Islands, and the Commonwealth of the Northern
19 Mariana Islands.

20 (7) URBAN LOCALITY.—The term “urban local-
21 ity” means a locality that is—

22 (A) a central city of a metropolitan statis-
23 tical area; or

24 (B) any other locality within a metropoli-
25 tan statistical area if that area has a population

1 of at least 400,000 or a population density of
2 at least 6,000 persons per square mile.

3 **SEC. 505. GRANTS AUTHORIZED.**

4 (a) GRANTS AUTHORIZED.—From funds appro-
5 priated under section 515 for a fiscal year, the Secretary
6 may award grants to eligible local educational agencies de-
7 scribed in subsection (b) to enable the local educational
8 agencies to carry out the authorized activities described
9 in section 510.

10 (b) ELIGIBLE LOCAL EDUCATIONAL AGENCIES.—A
11 local educational agency is eligible to receive a grant under
12 this title if the local educational agency is—

- 13 (1) a high-poverty local educational agency;
14 (2) located in, or serves, an urban locality or a
15 rural locality; and
16 (3) serves schools located in a State.

17 (c) DETERMINATION OF ELIGIBILITY.—The Sec-
18 retary shall determine which local educational agencies
19 meet the eligibility requirements of subsection (a) on the
20 basis of the most recent data that are satisfactory to the
21 Secretary.

22 **SEC. 506. APPLICATIONS.**

23 (a) APPLICATIONS REQUIRED.—In order to receive a
24 grant under this title, an eligible local educational agency
25 shall submit an application to the Secretary at such time,

1 in such form, and containing such information as the Sec-
2 retary may require.

3 (b) CONTENTS.—The application shall include evi-
4 dence that the local educational agency—

5 (1) has begun to raise student achievement
6 throughout the school district or, at a minimum, in
7 schools that have implemented a comprehensive
8 school improvement strategy that the Secretary de-
9 termines has the potential to raise student achieve-
10 ment, as measured through the assessments States
11 develop under title III of the Goals 2000: Educate
12 America Act (20 U.S.C. 5881 et seq.) or section
13 1111(b) of the Elementary and Secondary Edu-
14 cation Act of 1965 (20 U.S.C. 6301 et seq.), or
15 through comparably rigorous State or local assess-
16 ments (which shall include data disaggregated to
17 show the achievement of students in different racial
18 groups, by gender, and for students with disabilities
19 and with limited English proficiency);

20 (2) expects all students to achieve to challeng-
21 ing State or local content standards, has developed
22 or is developing assessments aligned with those
23 standards, and has implemented or is implementing
24 comprehensive reform policies designed to assist all
25 children to achieve to the standards;

1 (3) has entered into a partnership that—

2 (A) includes the active involvement of rep-
 3 resentatives of local educational organizations
 4 and agencies, parents, and other members of
 5 the community; and

6 (B) is designed to guide the implementa-
 7 tion of the local educational agency's com-
 8 prehensive reform strategy; and

9 (4) has put or is putting into place effective
 10 educational reform policies, including policies that—

11 (A) hold schools accountable for helping all
 12 students, including students with limited
 13 English proficiency and students with disabil-
 14 ities, reach high academic standards, including
 15 by rewarding schools that succeed and provid-
 16 ing technical assistance to schools that fail to
 17 make progress (including evidence of the ap-
 18 proach that the local educational agency will
 19 take to assist schools that fail to achieve
 20 progress toward student achievement goals);

21 (B) require all students, including students
 22 with disabilities and students with limited
 23 English proficiency, to meet academic stand-
 24 ards, such as standards adopted under section
 25 1111(b) of the Elementary and Secondary Edu-

1 cation Act of 1965 (20 U.S.C. 6311 (b)), before
2 being promoted to the next grade level at key
3 transition points in their academic careers or
4 graduating from secondary school, including
5 evidence of the local educational agency's strat-
6 egy for providing students with effective, re-
7 search-based programs and a rich curriculum
8 tied to high standards, and with qualified teach-
9 ers and class sizes conducive to high student
10 achievement;

11 (C) identify, during the early stages of
12 their academic careers, students who have dif-
13 ficulty in achieving to high standards, and pro-
14 vide them, and other students who have failed
15 to meet the standards, with additional learning
16 opportunities, so that the students are able to
17 meet the standards at key transition points in
18 their academic careers;

19 (D) hold teachers and principals account-
20 able for quality, including the local educational
21 agency's strategies for ensuring quality
22 through, among other things—

23 (i) development of clearly articulated
24 standards for teachers and school adminis-
25 trators, and development, in cooperation

with teacher organizations, of procedures for identifying, working with, and, if necessary, fairly and expeditiously removing, teachers who fail to meet the standards (consistent with procedural and substantive due process rights);

(ii) implementation of a comprehensive professional development plan for teachers, school employees, and school administrators; and

(iii) encouraging excellent teaching by, among other things, providing incentives for teachers to obtain certification from the National Board for Professional Teaching Standards; and

(E) provide students and parents with expanded choice within public education.

(c) DESCRIPTION OF PROPOSED PROGRAM.—The application shall also include a description of how the local educational agency will use the grant funds provided under this title, including descriptions of—

(1) how the local educational agency will use all available resources (including Federal, State, local, and private resources) to carry out the local educational agency's reform strategy;

1 (2) the specific measures that the local edu-
2 cational agency proposes to use to provide evidence
3 of future progress in improving student achievement,
4 including the subject areas and grade levels in which
5 the local educational agency will measure that
6 progress, and an assurance that the local edu-
7 cational agency will collect such student data in a
8 manner that demonstrates the achievement of stu-
9 dents in different racial groups, by gender, from
10 families with different income levels, and for stu-
11 dents with disabilities and with limited English pro-
12 ficiency; and

13 (3) how the local educational agency will con-
14 tinue the activities carried out under the grant after
15 the grant has expired.

16 **SEC. 507. SELECTION OF APPLICATIONS.**

17 (a) CRITERIA.—The Secretary, using a peer review
18 process, shall select a local educational agency to receive
19 a grant under this title based on—

20 (1) evidence that—

21 (A) the local educational agency has made
22 progress in improving student achievement, in
23 at least some of the schools served by the local
24 educational agency that enroll concentrations of
25 children from low-income families; or

1 (B) the local educational agency has put or
 2 is putting into place effective educational re-
 3 form policies as described in section 506(b)(4);
 4 and

5 (2) the quality of the local educational agency's
 6 plan for carrying out activities under the grant as
 7 set forth in the application.

8 (b) **EQUITABLE DISTRIBUTION.**—In approving appli-
 9 cations, the Secretary shall seek to ensure that there is
 10 an equitable distribution of grants among—

11 (1) geographic regions of the States;

12 (2) varying sizes of urban local educational
 13 agencies; and

14 (3) rural local educational agencies, including
 15 rural local educational agencies serving concentra-
 16 tions of Indian children.

17 **SEC. 508. PRESIDENTIAL DESIGNATION; TECHNICAL AS-**
 18 **SISTANCE.**

19 (a) **DESIGNATION AS EDUCATION OPPORTUNITY**
 20 **ZONE.**—The President shall designate the school district
 21 served by each local educational agency selected by the
 22 Secretary to receive a grant under this title as an “Edu-
 23 cation Opportunity Zone”.

24 (b) **TECHNICAL ASSISTANCE.**—The President may
 25 instruct Federal agencies to provide grant recipients under

1 this title with such technical and other assistance as those
 2 agencies can make available to enable the recipients to
 3 carry out the activities assisted under this title.

4 **SEC. 509. AMOUNT AND DURATION OF GRANTS; CONTINU-**
 5 **ATION AWARDS.**

6 (a) GRANT AMOUNTS.—

7 (1) IN GENERAL.—In determining the amount
 8 of a grant, the Secretary shall consider such factors
 9 as—

10 (A) the scope of the activities proposed in
 11 the application;

12 (B) the number of students served by the
 13 local educational agency who are from low-in-
 14 come families;

15 (C) the number of low-performing schools
 16 served by the local educational agency; and

17 (D) the number of students served by the
 18 local educational agency who are not reaching
 19 State or local standards.

20 (2) INCREASES.—The Secretary may increase
 21 the amount of a grant in the second year, in order
 22 to permit full implementation of grant activities, ex-
 23 cept that—

1 (A) the amount of a second-year award
2 shall be not more than 140 percent of the
3 award for the first year;

4 (B) the amount of a third-year award shall
5 be not more than 80 percent of the second-year
6 award;

7 (C) the amount of a fourth-year award
8 shall be not more than 70 percent of the sec-
9 ond-year award; and

10 (D) the amount of a fifth-year award shall
11 be not more than 50 percent of the second-year
12 award.

13 (b) GRANT DURATION.—Each grant shall be awarded
14 for a period of 3 years, but may be continued for not more
15 than 2 additional years if the local educational agency is
16 achieving the levels of achievement described in subsection
17 (c) before the end of the third year of the grant.

18 (c) EXPECTED LEVELS OF ACHIEVEMENT AND CON-
19 TINUATION AWARDS.—

20 (1) IN GENERAL.—Before receiving an award
21 under this title, each local educational agency shall
22 develop and adopt, with the approval of the Sec-
23 retary, specific, ambitious levels of achievement that
24 the local educational agency will commit to attaining
25 during the period of the grant.

1 (2) LEVELS OF ACHIEVEMENT.—The levels of
2 achievement—

3 (A) shall reflect progress in student aca-
4 demic achievement;

5 (B) shall also reflect progress in—

6 (i) dropout rates;

7 (ii) attendance; and

8 (iii) such other areas as may be pro-
9 posed by the local educational agency or
10 the Secretary; and

11 (C) shall provide for the disaggregation of
12 data on the basis of race and gender, and for
13 disabled and limited English proficient stu-
14 dents.

15 (3) CONTINUATION AWARDS.—The Secretary
16 shall make continuation awards for the 4th and 5th
17 years of a grant only after determining that the local
18 educational agency has achieved the agreed-upon lev-
19 els of achievement.

20 **SEC. 510. AUTHORIZED ACTIVITIES.**

21 (a) IN GENERAL.—Each local educational agency
22 shall use grant funds under this title only for activities
23 that support the comprehensive reform efforts described
24 in the local educational agency's application or that are
25 otherwise consistent with the purpose of this title.

1 (b) AUTHORIZED ACTIVITIES.—Activities that may
2 be carried out with funds under this title include—

3 (1) implementing school-performance-informa-
4 tion systems to measure the performance of schools
5 in educating their students to high standards, main-
6 taining a safe school environment, and achieving the
7 anticipated school attendance and graduation rates;

8 (2) implementing school district accountability
9 systems that reward schools that raise student
10 achievement and provide assistance to, and ulti-
11 mately result in comprehensive reforms in and rede-
12 sign of, schools that fail to do so, including such
13 strategies as technical assistance on school manage-
14 ment and leadership, intensive professional develop-
15 ment for school staff, or institution of new instruc-
16 tional programs that are based on reliable research;

17 (3) providing students with expanded choice
18 and increased curriculum options within public edu-
19 cation, through such means as open-enrollment poli-
20 cies, schools within schools, magnet schools, charter
21 schools, distance-learning programs, and opportuni-
22 ties for secondary school students to take post-
23 secondary courses;

24 (4) implementing financial incentives for
25 schools to make progress against the goals and

1 benchmarks the local educational agency has estab-
2 lished for the program;

3 (5) providing additional learning opportunities
4 to students who are failing, or are at risk of failing,
5 to achieve to high standards, such as after-school,
6 weekend, and summer programs;

7 (6) providing ongoing professional development
8 opportunities to teachers, principals, and other
9 school staff that are tailored to the needs of individ-
10 ual schools, and aligned with the State or local aca-
11 demic standards and to the objectives of the pro-
12 gram carried out under the grant;

13 (7) implementing programs to provide remu-
14 neration for teachers who earn certification from the
15 National Board for Professional Teaching Stand-
16 ards;

17 (8) implementing procedures for identifying in-
18 effective teachers, providing the teachers with assist-
19 ance to improve their skills and, if there is no im-
20 provement, fairly and expeditiously removing the
21 teachers from the classroom (consistent with proce-
22 dural and substantive due process rights);

23 (9) establishing programs to improve the re-
24 cruitment of qualified teachers;

1 (10) implementing procedures for selecting and
2 retaining principals who have the ability to provide
3 the school with the leadership needed to raise stu-
4 dent achievement;

5 (11) strengthening the management of the local
6 educational agency so that all components of man-
7 agement are focused on improving student achieve-
8 ment;

9 (12) carrying out activities to build stronger
10 partnerships among schools, parents, local busi-
11 nesses, and communities; and

12 (13) assessing activities carried out under the
13 grant, including the extent to which the grant is
14 achieving the objectives for which the grant is
15 awarded.

16 **SEC. 511. FLEXIBILITY.**

17 (a) ELIGIBILITY FOR SCHOOLWIDE PROGRAMS
18 UNDER TITLE I OF THE ELEMENTARY AND SECONDARY
19 EDUCATION ACT OF 1965.—Each school served by a local
20 educational agency receiving funding under this title shall
21 be considered as meeting the criteria for eligibility to im-
22 plement a schoolwide program described in section 1114
23 of the Elementary and Secondary Education Act of 1965
24 (20 U.S.C. 6314).

1 (b) CARRYING OUT SCHOOLWIDE PROGRAMS.—Each
 2 school that meets the criteria for eligibility to implement
 3 a schoolwide program pursuant to subsection (a) and that
 4 wishes to carry out a schoolwide program shall develop—

5 (1) a plan that satisfies the requirements of
 6 section 1114(b)(2) of the Elementary and Secondary
 7 Education Act of 1965; and

8 (2) a program that includes the components of
 9 a schoolwide program described in section
 10 1114(b)(1) of that Act.

11 (c) APPLICABILITY.—The provisions of section 1114
 12 of the Elementary and Secondary Education Act of 1965
 13 (other than the provisions referred to in subsection (b))
 14 shall not apply to a school operating a schoolwide program
 15 pursuant to this section.

16 **SEC. 512. PARTICIPATION OF PRIVATE SCHOOL STUDENTS**
 17 **AND TEACHERS.**

18 (a) MATERIALS AND TRAINING.—Proportionate to
 19 the number of children who are eligible for assistance
 20 under part A of title I of the Elementary and Secondary
 21 Education Act of 1965 (20 U.S.C. 6311 et seq.) and are
 22 enrolled in private elementary or secondary schools in the
 23 area served by a local educational agency that receives a
 24 grant under this title—

1 (1) if the local educational agency uses funds
2 under this title to develop curricular materials, the
3 local educational agency shall, upon request, make
4 information about those materials available to pri-
5 vate schools; and

6 (2) if the local educational agency uses funds
7 under this title for teacher and administrator train-
8 ing, the local educational agency shall, upon request,
9 provide for the participation of teachers and admin-
10 istrators from private schools in that training.

11 (b) WAIVER.—If, by reason of any provision of law,
12 a local educational agency is prohibited from providing
13 training for private school teachers and administrators as
14 required by subsection (a)(2), or if the Secretary deter-
15 mines that the agency is unwilling or unable to do so, the
16 Secretary shall waive that requirement and shall use a
17 portion of the agency's grant to arrange for the provision
18 of that training.

19 **SEC. 513. EVALUATION.**

20 The Secretary shall carry out an evaluation of the
21 program assisted under this title, that shall address such
22 issues as the extent to which—

23 (1) student achievement increases in local edu-
24 cational agencies receiving assistance under this
25 title;

1 (2) local educational agencies receiving assist-
2 ance under this title expand the choices for students
3 and parents within public education;

4 (3) local educational agencies receiving assist-
5 ance under this title develop and implement systems
6 to hold schools, teachers, and principals accountable
7 for student achievement; and

8 (4) school staff and leadership receive ongoing
9 professional development aligned with the needs of
10 the school.

11 **SEC. 514. NATIONAL ACTIVITIES.**

12 The Secretary may reserve not more than 5 percent
13 of the amount appropriated under section 515 for any fis-
14 cal year for—

15 (1) peer review activities;

16 (2) evaluation of the program under section
17 513 and measurement of the program's effectiveness
18 in accordance with the amendments made by the
19 Government Performance and Results Act of 1993
20 (Public Law 103–62; 107 Stat. 285);

21 (3) dissemination of research findings, evalua-
22 tion data, and the experiences of other school dis-
23 tricts implementing comprehensive school reform;
24 and

1 (4) technical assistance to local educational
2 agencies receiving grants under this title.

3 **SEC. 515. AUTHORIZATION OF APPROPRIATIONS.**

4 There are authorized to be appropriated to carry out
5 this title \$200,000,000 for fiscal year 1999, and such
6 sums as may be necessary for each of the 4 succeeding
7 fiscal years.

○